ST ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

HISTORY POLICY



OCTOBER 2026

Approved by Link Governor: Sarah Hall
Next review due: September 2028

"Let us love, not in word, but in truth and action." (1 John 3:18)

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

At St Anne's Copp CE Primary School, we understand that History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. In History, we aim to provide high-quality, engaging and enjoyable lessons to enable the children to develop a coherent knowledge and understanding of the past so that they can understand the present and the future.
Through our curriculum framework, it is our intent to help develop chronological understanding by linking current learning to previous learning and to make sense of the new knowledge that they acquire. We long to develop a love for history by providing the children with the crucial skills of enquiry, critical analysis and the process of change to develop perspective and judgement. We provide the children with a variety of sources to explore historically valid questions, hypotheses and make valid inferences. We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

Objectives
The objectives of teaching history in our school are to enable children to:
- To help pupils develop historical knowledge and understanding;
- To introduce pupils to historical enquiry through studying historical evidence asking questions and problem solving;
- To help pupils develop a sense of chronology and appreciation of past events;
- To help pupils interpret history using a variety of sources;
- To give understanding that the society in which pupils live has been shaped by past developments;
- To develop an appreciation of the need for both continuity and change;
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques;
- To develop an understanding of cause and effect.

Teaching and Learning styles
History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and place a high-quality text underneath our teaching and learning. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'what can I learn from this?'
We aim to use a variety of techniques to simulate interest and a questioning approach to each historical period studied, e.g. primary evidence from artefacts or visits and secondary evidence. We encourage teachers to plan visits to historical sites and create links with the wider community.
Children produce a double page spread at the end of each history unit; in this way, the child has the freedom and creativity to present the knowledge they have learned in a way that suits them. Once a year, the double page spread will become a focus of our learning corridor.

At St Anne's Copp CE Primary School, class teachers are responsible for their own class organisation and teaching style in relation to history, while at the same time ensuring these are in keeping with the overall aims and philosophy of the school. The choice of class organisation will be determined by the learning task or activity and the resources being used. Teachers use both collaborative and independent learning during the lessons. We recognise that in all classes there is a wide range of abilities and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task

to the ability of the child, whether differentiated, open-ended investigations, providing resources of different complexity; or with adult support. Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. Groups may be organised by ability (mixed or similar), age, friendship or other criteria. Group work creates opportunities for the children to work together – sharing ideas, offering suggestions and raising questions. This enhances communication skills and the acquisition of historical vocabulary. There are occasions when whole class activities are the most appropriate approach, e.g. Introduction of a new topic or learning a new skill.

History Curriculum Planning

The National Curriculum informs and guides our planning. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding within the historical aspect studied. In each year group we ensure continuity and progression of key knowledge and skills so that children are increasingly challenged as they progress through the key stages.

The subject leader provides the overview of the historical aspects to be taught in each year group. Class teachers then develop appropriate lesson plans including specific learning objectives in accordance with the overview. Cross curricular links will be made when they are substantial and effective.

The history subject leader will monitor planning on a regular basis. The overview ensures that in Key Stage 2 (KS2) the British historical periods are taught in chronological order where possible; whereas in Key Stage 1 (KS1) the emphasis is placed on developing an understanding of past and present, developing a questioning approach and learning about significant individuals and events.

Early Years provision

The following information is based on the Early Years Foundation Stage (EYFS) Statutory Framework (July 2026). History in EYFS is taught as an integral part of the topics covered within the year. History contributes to a child's learning of 'Understanding the World' which involves guiding children to make sense of their physical world and their community.

This is embedded through listening to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.

In EYFS, the children learn about history through experiences relating to their own family and heritage including history of their local area, and the Royal family and their presence and purpose in our country. We approach this learning through stories, rhymes and discussions, and children learn key vocabulary relating to history and specific vocabulary relating to each story or event.

EYFS- Early Learning Goal- Understanding the World- Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy are historical in nature and we also use a high-quality text with all of our units in history to immerse our children in the different ways history can be presented.

Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing a variety of nonfiction texts and communicating the information they have learnt.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines

Computing

We use technology in history teaching where appropriate and we encourage children to use technology as part of their work in history at Key Stage 2. Children can use technology to present written work and they can research information using the Internet. Children have the opportunity to use the digital camera and iPads to record and use photographic images.

Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible. Children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. At St Anne's Copp CE Primary School, we teach history to all children, whatever their ability and individual needs. Through our history teaching we provide learning opportunities that enable all children to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those who are gifted and talented in this area and those learning English as an additional language.

Assessment for Learning

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary in line with the school marking policy. At the end of each academic year the teacher completes assessments on our internal tracking system. Assessments across school are monitored by the subject leader and passed up to the next teacher to inform future teaching and learning.

Monitoring and Review

Evaluation is carried out to enhance the teaching and learning of history within our school. It is the responsibility of all staff, both teaching and non-teaching to evaluate the provision, delivery and outcomes of history in order for pupils to make the greatest possible progress. We have an open and supportive environment where children are encouraged to reflect on their own work and consider it objectively. The monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the subject leaders.

The subject leaders identify areas for further improvement, resulting in an action plan for the following year. The subject leader's role is to support colleagues in the teaching of history, being informed about current developments in the subject and providing a strategic lead and direction for history in the school.

Resources

As a school we subscribe to the 'Lancashire Museum Loan service' and receive five artefact loan boxes each year and plan for a further five subject enrichment visits to bring topics to life. Museum loans and visits off site support learning and enhance the investigative approach that we strive for. This enables the children to have access to and handle artefacts as well as secondary sources and see first-hand some of our local heritage.

There are some resources in KS1 which are centrally stored and some resources stored by each year group. In KS2 each year group is responsible for their own resources. Classes can also enhance history provision by accessing topic boxes from our Library Service to support children's individual research.